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ABSTRACT

The social studies unit about Basque people in Nevada integrates activities in history, geography, math, and political science for grades one through seven. Goals are to instill knowledge of Basque culture and influence in Nevada, encourage attitudes of cooperation and responsibility, and develop skills in research and group interaction. A major section of the unit outlines learning activities and integrated activities in areas of Basque history; influence in Nevada; art, music, and dance; language and literature; family structure; and industry and sports. These include visits from guest speakers, performing a mock naturalization ceremony, learning native dances, making costumes, comparing Basque and English alphabets, and visiting a sheepherder's outpost. Plans for presenting a Basque festival as a culminating activity are given. Another major section of the book contains resource materials for the activities outlined in the previous section. The materials include a map of the Basque sheep industry in Nevada, songs, rubbings of tree carvings, the Basque alphabet, a play, paperdoll cutouts, and a design for making a beret. (AV)

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THE BASQUES OF NEVADA

An Integrated Social Studies Unit

by

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and
Gloria M. Starrett

Under the auspices of the Nevada Department of Education

SO 010 451

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This material has been produced and dedicated to the aim of special emphasis on Nevada history and United States history during the Bicentennial Celebration in 1976.

• TABLE OF CONTENTS •

		Page
	Acknowledgments	i
	Introduction	ii
I.	Goals	1
II.	Motivation	2
III.	Problem Census	2
IV.	Unit Activities Outline	12
V.	Culminating Activity	23
VI.	Evaluation	24

	Resource Guide	25
	Bibliography	29
	Teacher Resource Materials (Visual Aids & Activities)	31
	Additional Information for the Teacher (Mini-Unit Field Test Summary, Letters of Observation)	67

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Gratitude is an inadequate term in expressing our appreciation to the following people. Through their unselfish cooperation we compiled the materials necessary for completing this unit dedicated to the Basques of Nevada:

- Our families;
- Interested Basque members of the community;
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- Fellow teachers of Nevada;
- Faculty and Staff of the University of Nevada, Reno;
  - College of Education
  - Basque Studies Program
  - University of Nevada Press
  - Foreign Language Department
  - Media Center
- Children of the Early Learning Center, University of Nevada, Reno; and
- Nevada State Department of Education, Carson City, Nevada.

The basic outline for a Basque Teaching Unit was done by the authors as a course requirement for Methods of Teaching the Social Studies, Rosella Linskie, Ph.D., Professor of Curriculum and Instruction, University of Nevada, Reno. The outline was later revised and rewritten as a teaching unit to encompass the Basque community for the entire state.

The Basques existed long before we became residents of Nevada. However, our exposure to the Basque people in our respective states of Washington and Florida had been rather thin. We do not recall the inclusion of the word "Basque" on a hotel or restaurant sign indicating the pride of ethnic origin such as that shown in the communities of Nevada. It is this ethnic pride which first intrigued us. Planning a social studies mini-unit outline became a difficult task. The Basques, a cultural component of the State of Nevada, inspired the researchers to seek answers in many directions during their quest for material.

> "The mystery surrounding the origins and history of the Basque race, the difficulty of their tongue, and the great reserve which they display in all their contacts with the outside world, a reserve to which is due, in all probability their survival as a race, have invested them with an air of remoteness and woven around them an atmosphere of romance."[1]

We have found this characteristic of independence and pride of origin to have been transmitted from generation to generation without regard to location. The Basques of Nevada show these qualities in a minute's conversation. Travel to the "New World" could not have been possible without the inner security of the strong Basque personality. One example of this inner strength is the ability to be a shepherd on a range in Nevada. The vastness of the area occupied by a Basque and his flock would be an impossible habitat for the average person.

The original Basque immigrants came here with a dream of earnings beyond their imagination. Nowhere in Basque country could the vastness of the sagebrush and desert of Nevada be envisioned. However, their indenture was thus and they fulfilled their promise, returned home, and once again placed themselves in the employ of a rancher; the cycle would then be repeated. From these early voyagers have been established identically proud Nevada citizens.

To understand one's heritage is a part of the richness of living. The Basque people have this understanding and therefore are exciting, vibrant people. There has been much accomplished by the Basques. However, if you ask the average Nevadan, he associates them primarily with the sheep industry.

It is our purpose to enlighten the youngsters in class with guests bringing informative and human interest tales of their Basque culture; interesting activities; and resources from all available sources. We shall hope to instill interest in the Basque people of Nevada and thereby prompt the class to study and enjoy a most vital nationality, strong reminders of transplanted people who have enriched us by their presence.

June C. Gronert
Reno, Nevada

Gloria M. Starrett
August 31, 1975

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[1] Rodney Gallop, *A Book of the Basques* (Reno: University of Nevada Press, 1970), xi.

A. KNOWLEDGE GOALS

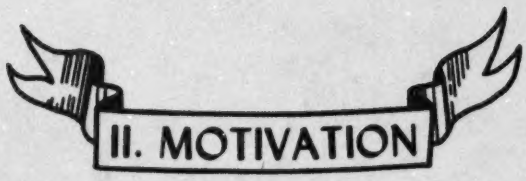
1. At the completion of the unit students will have acknowledged information of the history and origin of the Basques, one of Nevada's outstanding ethnic groups.
2. Through the study of the Basque character, students will understand the personality of the Basque culture.
3. Students will have a knowledge of the Basque family structure.
4. Knowledge will be attained of the Basque influence in Nevada and Basque involvement in areas of industry, arts and professions.
5. At the completion of the unit, knowledge of Basque culture will have increased.

B. ATTITUDE GOALS

1. The class will become familiar with and develop an understanding of the individualism, traditionalism, and nationalism of the Basque culture.
2. Through their awareness of the Basque heritage, the class will develop a sense of respect for the ideals of this proud people.
3. By socialization, the class will be extending attitudes and strengthening values through learning the importance of cooperation and individual responsibility.

C. SKILLS GOALS

1. The class will explore language through the use of records, tapes and language books emphasizing the unique organization of the Basque language.
2. Listening skills will be strengthened by appearances of interesting speakers.
3. Oral questioning skills will be improved by many short questioning periods following guest speakers, listening to tapes and records, or classmates' oral reports.
4. Creative writing will be encouraged.
5. Group Interaction: Socialization will be necessary for accomplishing the unit's plan, *e.g.*, information gathered stimulated by a Problem Census.
6. Research Skills: Information banks will be filled through research.
7. Following directions is an important skill: Learning dances, music, and games are only successful through following directions.
8. Construction skills will be developed through learning projects.
9. Evaluative thinking will be instilled.
10. Role-playing, through conceptualization is a valuable skill.

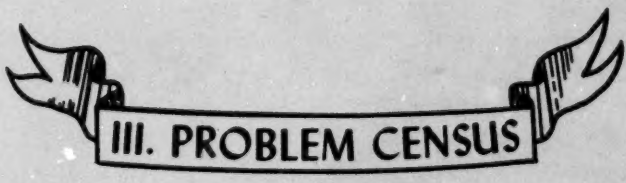


A. VISUAL

1. A display of books, travel folders, maps, artifacts, realia intriguing to children, *e.g.*, Pelota equipment and costumed dolls would be set up in class for a Monday morning introduction to the unit on the Basques.
2. A film or slides without sound could be shown and thereby curiosity will be aroused in the class. (Suggested audio-visual materials are available, refer to the resource guide.) Following the presentation a Problem Census would begin the investigative outline. An example of this suggested approach follows in Section III.
3. A Bulletin Board covered with interesting pictures, maps, etc., would be initiated with the children adding to it as the unit progresses. When completed it would represent a phase of Basque life. Groups could work together gathering materials and using them in an original scheme. Perhaps a puzzle arrangement could be used with each bit of information fulfilling a necessary required space until the jig saw has been completed.

B. AUDIO

1. Guest speakers of Basque origin are a wealth of untapped resources and should be encouraged to visit the class.
2. Speakers of non-Basque origin who have visited the Basque country and can share invaluable experiences.



This is an effective method by which students submit questions categorized into topic areas. Concluding a series of motivational sessions, the census method was field-tested with students in the first through seventh grades.

The questions on the following pages were submitted by the students. The variety of questions depends on your class. Encourage creativity and be prepared!

•THE BASQUES•

The People

1. Where do they come from?
2. What sort of shoes do they wear when they're not dancing?
3. What language do they speak?
4. Do they live in cities?
5. Which mountains do they live in?
6. What kind of names do they have?
7. Do they have schools?
8. Do the children own pets?
9. Do they have slang words?
10. What kind of jobs do they have?
11. Do they celebrate birthdays?
12. What are their clothes like when they're not dancing?
13. Do they have holidays?
14. Do they have paperboys?
15. Do they wear glasses?
16. Do they have Christmas trees at Christmas?
17. Do they own jewelry?
18. Do the little kids sleep with teddy bears?
19. Do they have credit cards?
20. Do they have shopping centers?

Recreation and Entertainment

1. Do they watch television?
2. Can they play the piano?
3. Do they listen to the radio?
4. Do they play records?
5. Do they go swimming?
6. Do they have cameras?
7. Do they have telephones?
8. Do they like to read?
9. Do they have Blue Chip stamps?
10. Do the little girls have dolls?
11. Do they play soccer and baseball?
12. Do they use piano books?
13. Do they play musical instruments?
14. Do any of them own cars?
15. Do they ride bikes?

Religion

1. What religion do they practice?
2. Do they have churches?
3. What do their churches look like?
4. Do they go to church on Sundays only?
5. Do they have priests and ministers?
6. Do they believe in life after death?
7. Do they worship God?
8. Do they celebrate Christmas?
9. Do they have a patron saint?
10. Do they believe in Satan?

Food

1. Do they have chocolate cake?
2. Do they have strawberry shortcake?
3. Do they have apple pie?
4. Do they grow their own vegetables or buy them?
5. Do they ever eat American food?
6. Do they kill their own cows, pigs, and sheep for food?
7. Do they have pizza parlors?
8. Do they make their own ice cream?
9. Do they have refrigerators?
10. What do they cook their food on?
11. Do they eat pancakes and sausage for breakfast?
12. What do they eat at parties?
13. Do they drink beer?
14. Do the kids drink Kool-Aid?
15. Do they eat jello?
16. Do they eat hamburgers, Cokes, and French fries?
17. Do they eat soul food?
18. Do they ever eat at McDonald's or Colonel Sanders'?
19. Do they eat Wheaties?
20. Do they ever eat hickory nuts like Euell Gibbons?

GUERNICA

U.S. SENATOR PAUL LAXALT

History · Government · Geography

1. Who are some famous Basque people?
2. Did the Basque people have wars?
3. Where are they located?
4. Who discovered the Basque country?
5. Do they have mountains and deserts like Nevada?
6. What kind of government do they have?
7. Do they have a president?
8. Do they have senators and congressmen?
9. Did they have a Civil War?
10. Which continent did Basque people come from?

Industry · Occupations

1. Do they fish for a living?
2. What kind of jobs do the women have?
3. Do they have big factories?
4. Do they have a minimum wage?
5. Do they have social security numbers?
6. Are there ski resorts?
7. Do they have Civil Service jobs?
8. How old are they before they retire?
9. Have they ever had a depression?
10. Are there any casinos there?
11. Do they have mines?
12. Are there many shepherds?

Art

1. Were any of the great painters of the Renaissance Basque?
2. What do the Basques use for paint?
3. Do the children have art in school?
4. Are there art museums in the Basque towns?
5. Do the Basque people like to draw?
6. Have any famous paintings been of Basques or the Basques areas of France or Spain?
7. Do they have art supply stores?
8. Do they like to sculpt?

Music

1. What kind of music do they like the most?
2. Do the people write a lot of music?
3. Do they play the piano?
4. Do the teen-agers listen to rock?
5. Do they like classical music?
6. Do they have any favorite singing stars?
7. Do they have any recording studios?
8. Does the Basque music express a mood?
9. What kinds of instruments do they have?
10. Do they have any radio stations?

Dance

1. Do they have discotheques?
2. Do they square dance?
3. What kind of music do they dance to?
4. Are the dances difficult to learn?
5. Do Basque boys like to dance?

IV. UNIT ACTIVITIES OUTLINE

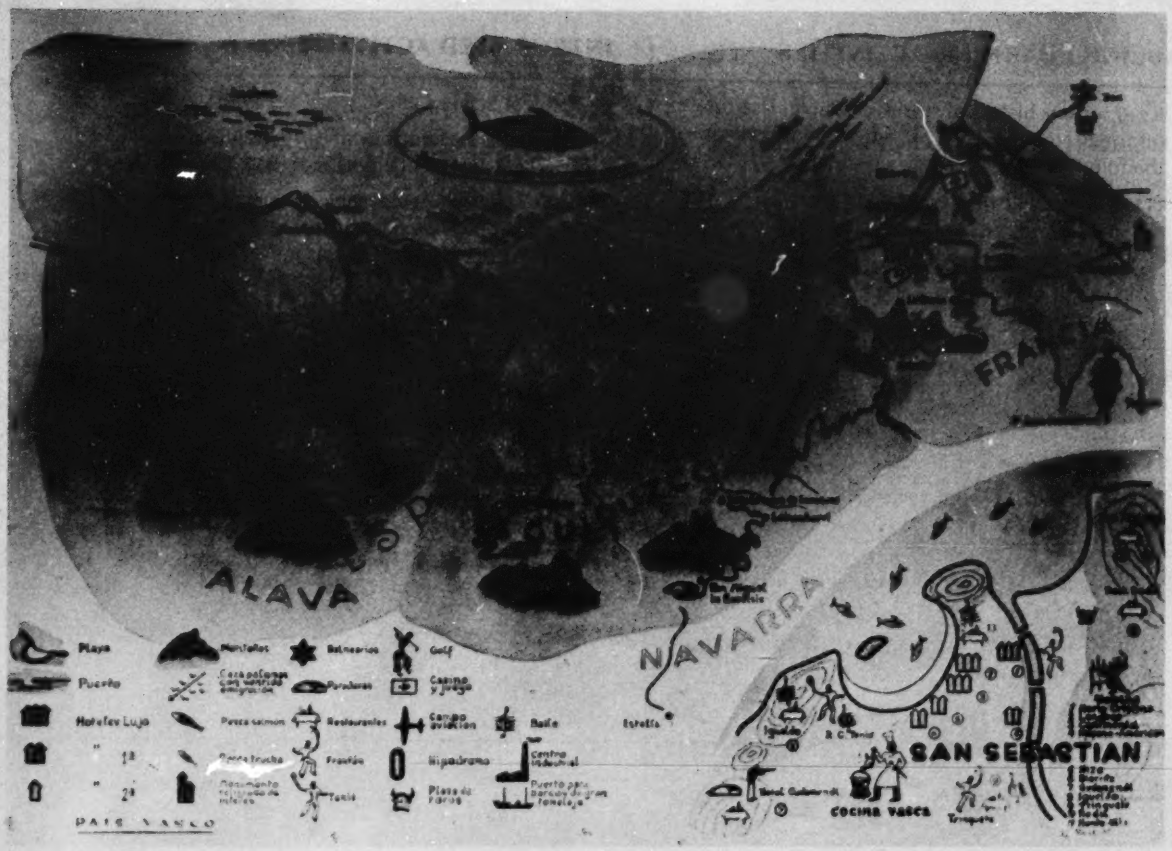
A. This section includes the unit outline which integrates curriculum areas during periods of group study.

B. Following is a key to the numbering of resource and bibliographic materials suggested for use in the unit activities.

• RESOURCE GUIDE KEY •

R1 - 24	SUGGESTED RESOURCES
B1 - 35	SUGGESTED BIBLIOGRAPHY
V1 - 5	FIELD TESTED VISUAL AIDS
A1 - 8	FIELD TESTED ACTIVITIES

We would like to emphasize that this is only a suggested outline and can be extended to meet the needs of the individual classroom.



HISTORY - ORIGIN OF THE BASQUES

OBJECTIVE: At the completion of the unit students will have information of the history and origins of the Basques. Knowledge will be attained of the provincial structure of the Basque country.

ENABLING LEARNING ACTIVITIES	INTEGRATED ACTIVITIES
1. History of the Basques. a. Have a guest speaker. Following the speaker have an oral questioning period. (R1, R2, R4, R6, R11)	1. Geography. a. Study navigation charts. (R20) b. Study globe. (R13) c. Make a relief map.

(continued)

13

ENABLING LEARNING ACTIVITIES

b. Read various historical stories available. Use the information with role playing. Choose one of the following:

(1) Military history event.

(2) Personages in history, *e.g.*, Magellan's navigator Del Cano.

(3) Basque mariner story (B34)

(R11, B10, B11, B12, B15, B29)

c. Study the history of the Basque flag. (R10, R11, B31)

2. Present day Basques.

a. Local Basque Club speaker will explain provincial structure and meaning of Zazpiak Bat. (R1, R9)

b. Maps will be viewed showing provinces. (V1, R11)

c. Groups will study French and Spanish provinces by using travel folders.

(1) Will plan a trip to one.

(2) Each group will present a trip plan and reasons for choice based on research. (R11, R13, B13)

INTEGRATED ACTIVITIES

2. Political Science.

a. Compare democracy of early Basque government to our form of democracy. (B11)

b. Study present day government of both Spanish and French Basque Provinces by collecting news articles. Make comparisons. (R11, R22, B11, B13, B34)

c. Set up role playing in a theoretical convention with members of all Provinces represented.

3. Philosophy.

a. Investigate importance of religious figures in early history of Basques through historical accounts. (R7, R11, B10, B13, B34)

b. Discussion period follows emphasizing importance of the Church today.

BASQUE INFLUENCE IN NEVADA

OBJECTIVE: Knowledge will be attained of the early immigrants from the Basque Provinces and how they influenced the early history of Nevada. Emphasis can be placed on the continued Basque influence on present day Nevada.

ENABLING LEARNING ACTIVITIES

1. Early history.
   a. Local Basque speaker. (R1, R9, R15, B29)
   b. Oral questioning will follow the speaker.
   c. Books by Mr. Robert Laxalt will be made available to the class. (B19, B20, B21, B22, B23, B24, B25)
   d. Contact U.S. Immigration Service for information on how Basque immigrants signed on as shepherds enter the country. (R5, R21)
   e. A field trip to an original chuck wagon used by early sheepmen can be planned: *e.g.*, Reno residents may contact Mrs. Lorraine Erruguible of Louie's Basque Corner. (R1, R12)

2. Present day Basques in Nevada.
   a. A professional day would give students a chance to meet Basques of the community active in professional life. (R1, R9, R15)

(continued)

INTEGRATED ACTIVITIES

1. Language.
   a. Have children make up their own family tree with their ancestors. (R22)
   b. Stories will be gathered of students' ancestors and a book constructed using these stories as content.

2. Government. (R5, R21)
   a. Study McCarran Act which covered the immigrants.
   b. Debate worthiness of this act.
   c. Study Naturalization booklet.
   d. Have a mock Naturalization ceremony.

3. Math.
   a. Make a graph comparing immigration figures today with those of twenty years ago. (R5, R21)

ENABLING LEARNING ACTIVITIES	INTEGRATED ACTIVITIES
b. Students would choose one profession, interview the guest representative of that profession and give an oral report to the class. c. Groups would choose a profession – set up a newspaper – reporting the happenings in the community.	b. Figure number of naturalized citizens for all States in one years time. c. Make a comparative chart showing number of naturalized citizens in Nevada as compared to other States. 4. Music and Art. a. Listen to Basque records and tapes. (R11, R13) b. Mr. E. Sagaro is available to display his tin sculptures of the Basque Zazpiak Bat Shield, (R8, R11, R15, R22, V5) (Note: A similar Basque shield was produced in Scissor Art design by Greg Starrett, age 12. This is included in a slide show presentation of children's art impressions of the Basque culture, available through Washoe County Library, Reno, Nevada, after August 1975.) c. Make a shield similar to Zazpiak Bat Shield. Each student will show interest of family or self in the shield.

•ART
•MUSIC
•DANCE
OF THE BASQUE CULTURE

OBJECTIVE: Knowledge will be attained during this unit of the importance of art, music and dance to the Basque culture.

ENABLING LEARNING ACTIVITIES

1. Music.
   a. Basque music on tapes and cassettes will be played for the class. (R9, R11, R13).
   b. Construct a txistu (a Basque flute). (R17)
   c. Records and tapes can be played of Basque music during art period. A simple song with Basque words can be learned by the class. (R1, R9, R11, R13, V3, V3a)
2. Art.
   a. Explanation of the use of the swastika in Basque decorations. (A10, B9, B14)
   b. Construct a Basque swastika, applying individual color schemes.
   c. Examine examples of Basque tree carvings. (V4)
   d. Rubbings can be executed by using simple materials.
   e. Silhouettes of Balsa wood or recycled materials can be constructed, *e.g.*, styrofoam trays, plastic bottles, foil, etc.

INTEGRATED ACTIVITIES

1. Home Economics.
   a. Make a Basque Costume (dance) for the girls. (R1, R11, R15, R22, A5)
   b. Make a beret for boys. (A2)
2. Language Arts and Drama.
   a. Read the story of the Basque beret. (B19)
   b. Impersonate a famous character known by a hat, *e.g.*, Charlie Chaplin, Napoleon.

Note: Music, dance and all other art forms will be integrated whenever possible.

•BASQUE ALPHABET•

A = A	L = LOL	T = TEST
B = BI	L̃ = ILLO	T̂ = ITE
D = DE	M = MI	TS = ATSELTS
E = E	N = NON	TX = TXE
F = FI	N = IÑO	TZ = ATZELTZ
G = GA	O = O	U = U
H = HA	P = PI	X = AXA
I = I	R = UR	Y = YA
J =	R' =	Z = ATZELTZ
K = KASK	S = SUS	

LANGUAGE AND LITERATURE

OBJECTIVES:

1. At the completion of this unit the students will have been exposed to the Basque language and its uniqueness.
2. The students will have a knowledge of Basque literature.

ENABLING LEARNING ACTIVITIES	INTEGRATED ACTIVITIES
1. Language. a. The students will study the Basque alphabet in comparison to their own alphabet. (A1, R11, R17, B34) b. At the beginning of the unit, the students can begin a Basque word bank. From the word bank, students will construct a Basque dictionary (complete with definitions, illustrations, and phonetic spelling). (R17) c. Needlepoint on burlap will be made using familiar Basque phrases, such as Welcome, Good Morning, etc. (R1, R9, R11, R15, A4)	1. English and Foreign Language combined. a. Review various dictionaries, both English and foreign. (R23) b. Compare the English to foreign and foreign to English translations.
2. Literature. a. Review several Basque children's books. (R11, R23) b. Students can set up a Basque reading center in the classroom. (B6, B15, B22, B26, B28, R11, R19, R23)	2. Creative Writing. a. Students can create their own original tales, incorporating writing skills, oral language, and creative drawing. (R22, B6, B28, A3) b. Students can compile their tales into a class book.

·FAMILY STRUCTURE·
BASQUE HOME, FAMILY AND FOOD

OBJECTIVES:

1. At the completion of this unit the students will have a knowledge of the Basque home as an architectural structure in the Basque Land and they will have knowledge of how the Basque family reflects the character of the Basque culture.
2. Students will have a knowledge of the Basque food as an important part of the Basque life.

ENABLING LEARNING ACTIVITIES

1. Basque Home.
   a. Review magazines and folders with pictures of the typical Basque house. (R1, R9, R11, R15, R18, B9, B13, B14, B34)
   b. Construct a diorama depicting the Basque house, both exterior and interior settings. (B9)

2. Family.
   a. Students can read passages from Robert Laxalt's *In a Hundred Graves: A Basque Portrait* and *Sweet Promised Land*. (B19, B20)
   b. Travel folders, festival articles, actual photographs taken at a Basque festival and magazines enable students to study the traditional dress. (Students should take into account regional differences.) (R1, R11, R15, R18, R24, B14)
   c. Design a Basque costume doll indicating regional preference. (B14)

3. Food.
   a. A guest speaker from a Basque club can speak to the students on the traditions of the Basque food. (R1, R7, R9)
   b. Juan Maguna is available for Basque food demonstrations.
   c. Students can study a series of Basque cookbooks. (R7, R9, R12, B28, B33, B35)
   d. Students can prepare a typical Basque food in class. (R7, B28, B35)
   e. Students can construct a Basque cookbook of Basque dishes studied.

INTEGRATED ACTIVITIES

1. Drama and Music.
   a. Play various roles using hats as symbols, *e.g.*, construction worker, cowboy, nurse, stewardess. (R6, B19)
   b. Create an original song using Basque words. (V3, V3a)

2. Math.
   a. Use recipes to determine proportions, quantities, and amounts.
   b. Determine the prices of groceries to be used in the Basque recipes.

3. English and Art.
   a. Students can collect and draw pictures to illustrate their cookbooks.

INDUSTRY AND SPORTS

OBJECTIVES:

1. At the completion of this unit, students will have a knowledge of the various Basque industries in Nevada and will have a knowledge of how the Basques adapted these industries to suit the Nevada terrain.
2. Knowledge will be attained of the importance of the Basque physical strength and the use of the same in their athletic events.

ENABLING LEARNING ACTIVITIES

1. Industry.
   a. A representative of a Basque Club can speak to the students on the various Basque industries in Nevada. (R1, R9, R15)
   b. Plan a field trip to a sheepherder's outpost. While there, students will have an opportunity to interview the shepherd. (R1, R12, R15, R21, R24)
   c. Read the article in the July '74 issue of *Sunset Magazine*. (V2, B32)
   d. Design a mural depicting the various Basque industries in Nevada using the information gathered.

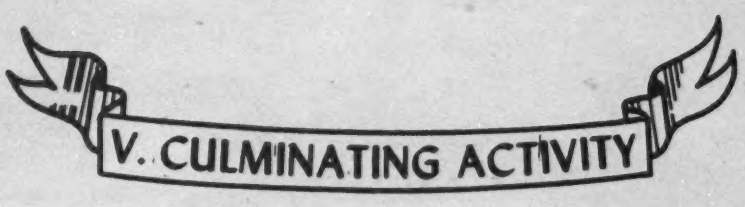
2. Adaptation.
   a. Compare the physical features of Nevada with those of the Basque Land using two area maps. (R11, V1)
   b. Using a variety of travel folders, study the different industries of the Basque Land and their locations. (R11, R15, R18)
   c. Construct a relief map of Nevada and indicate the Basque industries located there.

3. Physical Strength.
   a. Study the various Basque Festival events, *e.g.*, wood cutting, granite ball lift. (R12, R14, R16, R17, R22, B2, B3, B7, B9, B13, B14, B23)
   b. Study the National sport of the Basque country and its adaptation in Nevada. (B5)

INTEGRATED ACTIVITIES

1. Math.
   a. Estimate the amount of wool a sheep will yield when sheared. (R1, R24, B32)
   b. Estimate the amount of wool yielded during shearing time by a flock of sheep.
   c. Determine the amount earned by a Basque hotel owner during a Basque Festival time. (R12)
   d. Calculate the area size of the Basque Land as compared to the size of Nevada.

2. Physical Education.
   a. Learn to play handball.
   b. Study the rules of Pelote. (B14)
   c. Compare Pelote to Jai Alai. How are they similar? Different?



A Basque mini-festival will be the culminating activity. Not only will it be enjoyable, but also a continuing learning experience. To be sure the class will use all its accrued knowledge; they will plan the festival. By observing, and directing when requested, much information can be gathered by the teacher as to the success of the previous weeks.

It will be suggested that the class share the festivities with their parents. An invitation can be sent. Festival activities are chosen from favorites collected during the unit and should be child directed. For example, the following list will give ideas as to the variety appropriate for the festival.

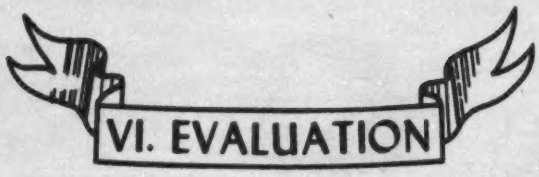
1. Athletics
   a. Weight lifting with weights adapted to grade level.
   b. Bota contest.
   c. Handball contest.

2. Musical
   a. Records and tapes can be played to provide background music.
   b. Children can sing Basque songs.
   c. Txistu and drum players can play the instruments they've made in class.

3. Dance
   a. Basque dances are difficult. However, a Basque dance teacher may be invited and an attempt will be made to learn one or two steps before the festival.
   b. The class may try to teach the invited guests steps they have learned – all in the spirit of fun.

4. Art
   A display of all the art projects during the unit study gives a colorful, festive appearance.

5. Language Arts
   A short play written by the class can be given on one phase of Basque life included in the unit study.



Self-evaluation

A short question form can be discussed and answered individually by the class in their chosen area of unit study. Examples of questions suitable for self-evaluation are:

1. Did I learn all I could in my subject during the Basque unit?
2. Was I cooperative with those I worked with to the best of my ability?
3. Did I choose the information carefully and effectively?
4. What new knowledge did I acquire about the Basque people?
5. Did this new knowledge change or reinforce my personal feelings about the Basque people?
6. Have I acquired more than facts working with my classmates in this unit study?

Unit-evaluation

During the evaluation of the unit, the students should keep in mind the following considerations:

1. Did we achieve our objectives?
2. Have we answered each question thoroughly?
3. Did we consider sufficient viewpoints?
4. Did our questions as well as our answers further our knowledge of the Basque people as an important ethnic group in Nevada?

RESOURCE GUIDE

• RESOURCES •

R 1. BASQUE CLUB MEMBERS – The members of the Basque Clubs are a wealth of information. Contact your nearest Basque group for guidance to research personages. We have included a map in this unit as a helpful guide to the location of Nevada Basque clubs.

R 2. BILBAO, JON – Dr. Bilbao of Basque Studies at the University of Nevada, Reno is a scholarly gentleman of distinction both in the United States and the Basque Land. His research and writings are recognized as invaluable in Basque studies.

R 3. COLISHAW, NORMA – Media Center at the University of Nevada, Reno. Miss Colishaw is most generous in assisting visitors to this interesting audio-visual center. Basque music and language tapes are on file and if new materials are available, information can be obtained from her or one of her efficient staff.

R 4. DOUGLASS, WILLIAM – Basque Studies, University of Nevada, Reno. Dr. Douglass, anthropologist, author, and teacher is another very interesting member of the Basque Studies staff. With Dr. Bilbao, he has co-authored one of the most comprehensive historical volumes on Basques in the New World – published by the University of Nevada Press (title listed under B11 in Bibliography).

R 5. U.S. IMMIGRATION SERVICE – The Officer in Charge is most cooperative. He welcomes inquiries about immigration and naturalization.

R 6. LAXALT, ROBERT – One of Nevada's most noted authors and a charming gentleman. His books have brought new insight into the Basque character. The book entitled *Nevada* is a children's history and may be obtained through your local library, as well as others written by Mr. Laxalt.

R 7. MAGUNA, JUAN – Foreign Language Department, University of Nevada, Reno. Mr. Maguna is a visitor to our country and we are most fortunate. Arrangements can be made to have a class Basque food demonstration with accompanying commentary by Mr. Maguna.

R 8. SAGARO, EDUARDO – 1715 Tyler Way, Sparks, Nevada. Noted artist, unique metal caricatures and paintings.

R 9. BASQUE CLUBS – Contact for information to obtain display materials.

R10. BASQUE FLAGS – P.O. Box 1496, Battle Mountain, Nevada 89820.

R11. BASQUE STUDIES PROGRAM, UNIVERSITY OF NEVADA, RENO – For materials, information, and Traveling Modular Library (see memo from Dr. Douglass enclosed with this unit).

R12. BASQUE RESTAURANTS – *e.g.*, Louie's Basque Corner, Gardnerville Country Club, and others in your locality.

R13. MEDIA CENTER, COLLEGE OF EDUCATION, UNIVERSITY OF NEVADA, RENO – Basque music and language tapes are on file.

R14. MGM HOTEL, LAS VEGAS, NEVADA – Contact for brochures on Jai Alai games and players featured.

R15. NORTH AMERICAN BASQUE ORGANIZATION – Inquiries should be sent to: Mrs. Janet Inda, 742 Roberts Street, Reno, Nevada 89502.

R16. N.W. MEDIA ASSOCIATES – Contact P. D'Amelio, 158 Thomas Street, No. 4, Seattle, Washington 98109. A highly recommended Basque film is available. The film features festival highlights and athletic events held in Nevada.

R17. ONATE STUDIES, BOISE STATE UNIVERSITY, BOISE, IDAHO – Contact Jean Marts, 1815 7th Street South, Nampa, Idaho, to order Basque dictionary, grammars, or histories.

R18. SPANISH TOURIST BUREAU – 209 Post Street, San Francisco, California. Contact for free posters and travel folders about the Basque land.

R19. UNIVERSITY OF NEVADA PRESS, UNIVERSITY OF NEVADA, RENO – Basque Book Series.

R20. U.S. COAST GUARD – Federal Building, 300 Booth Street, Reno, Nevada. Contact for information concerning navigational charts.

R21. U.S. IMMIGRATION SERVICE – Pamphlets are available on Immigration and Naturalization. Requests are welcomed.

R22. VOICE OF THE BASQUES (newspaper) – 2555 Warm Springs Avenue, Boise, Idaho 83706. This is a new publication and a must for Basque and non-Basque alike. Subscriptions are accepted.

R23. WASHOE COUNTY LIBRARY, RENO – Basque literary materials may be loaned to your municipal library. We hope to enlarge the file with donated materials by Fall 1975.

R24. BASQUE HOTELS – Many colorful hotels for your enjoyment, *e.g.*, the Santa Fe Hotel, Reno or the Winnemucca Hotel, Winnemucca. It's worth the search in your area. There are many in Nevada.

THE UNIVERSITY OF NEVADA·RENO

The University Library

March 10, 1975

MEMORANDUM

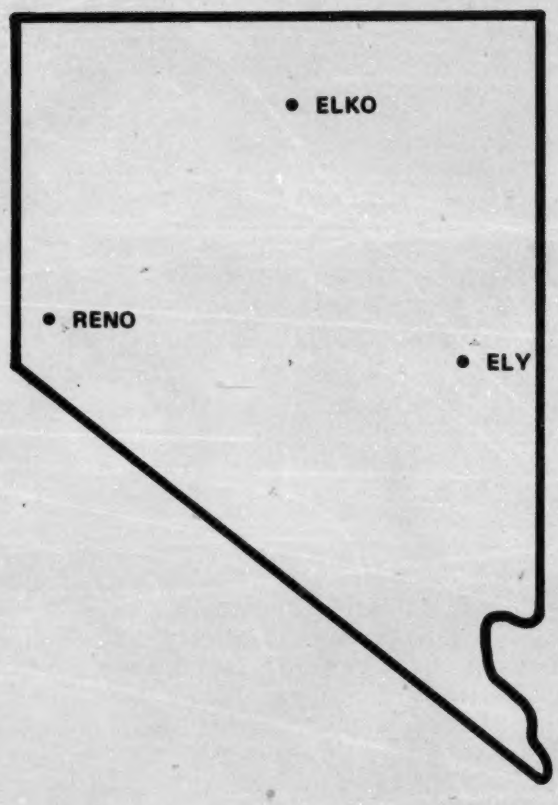
TO: Mesdames June Gronert and Gloria Starrett

FROM: William A. Douglass, Coordinator, Basque Studies Program WAD

RE: Audio-visual resources for Basque studies

This is to inform you that the Basque Studies Program of the University of Nevada is currently preparing materials that should prove useful as classroom teaching aids. We anticipate producing a narrated (on tapes) slide show dealing with the Old World Basques as well as the Basque-Americans. We also plan to prepare a library module consisting of a photographic display and between twenty and thirty English-language books and articles dealing with the Basques. This will be circulated upon request to municipal libraries.

• BASQUE CLUBS •



ELKO BASQUE CLUB
P.O. Box 1321
Elko, Nevada 89801

RENO ZAZPIAK-BAT CLUB
P.O. Box 7771
Reno, Nevada 89502

ELY BASQUE CLUB
P.O. Box 923
Ely, Nevada 89301

NORTH AMERICAN BASQUE ASSOCIATION
745 Roberts Street
Reno, Nevada

Note: Location information has been provided by Basque Studies Program, University of Nevada, Reno. Information pertaining to new organizations would be appreciated.

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TEACHER RESOURCE MATERIALS

(The materials in this section can be cut out and used as originals for transparencies to be used with the Basque Teaching Unit.)

Materials in this section were designed by:

The authors – June C. Gronert and Gloria M. Starrett

and

Cathy Starrett, age 13; Greg Starrett, age 12;
Portia Starrett, age 10; and Beth Starrett, age 8.

GUIDE TO TEACHER RESOURCE MATERIALS

• VISUAL AIDS •

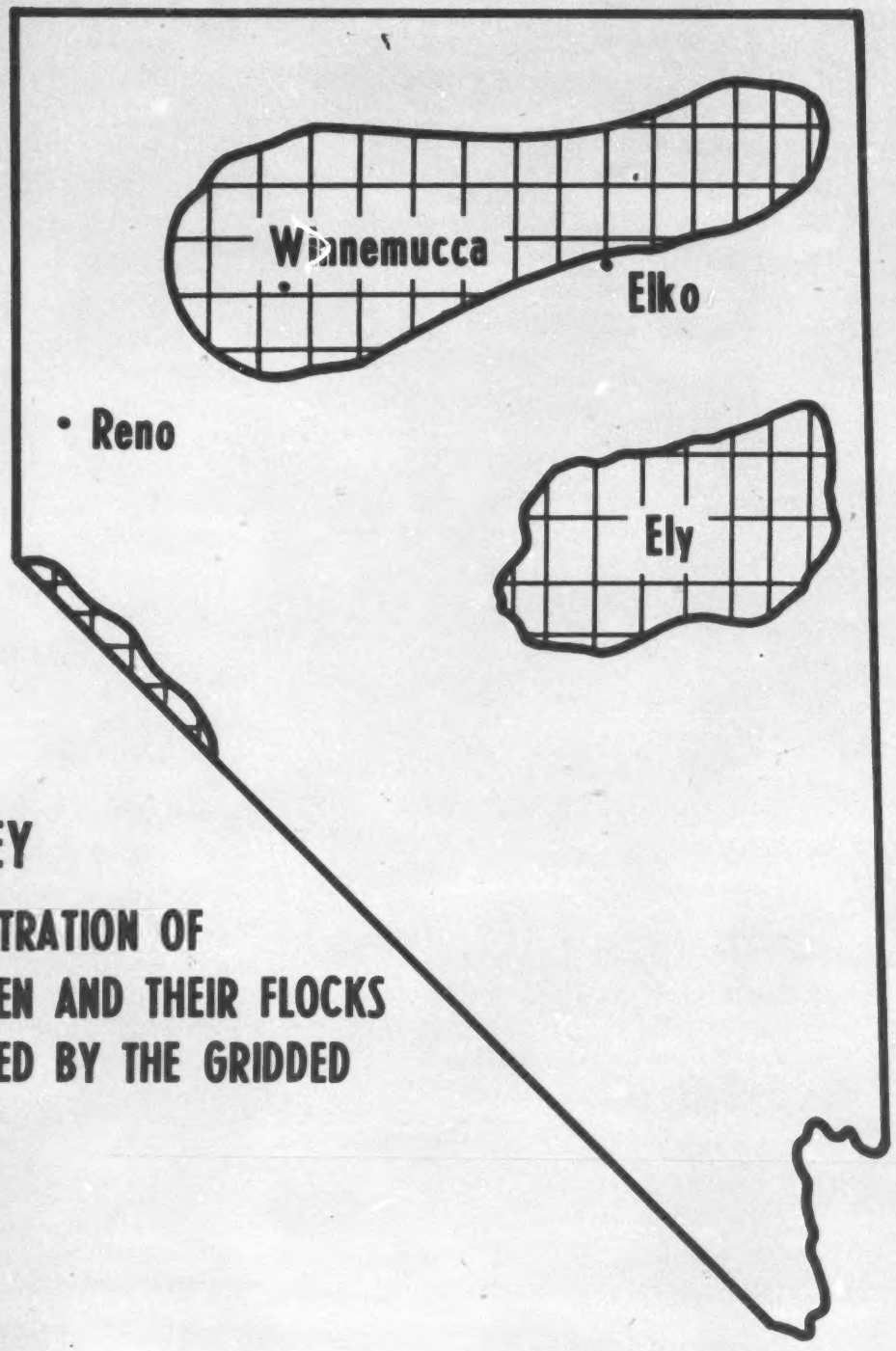
V1. Basque Map (Provincial).
V2. Map of Sheep Industry.
V3. Basque lullaby.
V3a. Christmas (Zorionak) Song.
V4/4a. Reproductions of tree carvings.
V5. Basque shield.

• ACTIVITIES •

A1. Basque Alphabet.
A2. Beret.
A3. Legend.
A4. Needlepoint.
A5. Paperdoll.
A6. Original play.
A7. Basque recipes.
A8. Swastika.

BASQUE LAND
France
Bayonne
(Baiona)
St.
Jean
Lapurdi
Maule
Mauleon
Bena-
poroa
Zuberoa
Bilbao
Bizkaio
San Sebastian
(Donostia)
Gipuzkoa
Pyrenees Mountains
Vitoria
(Gasteiz)
Araba
Pamploma
(Iruña)
Naparoa
Spain

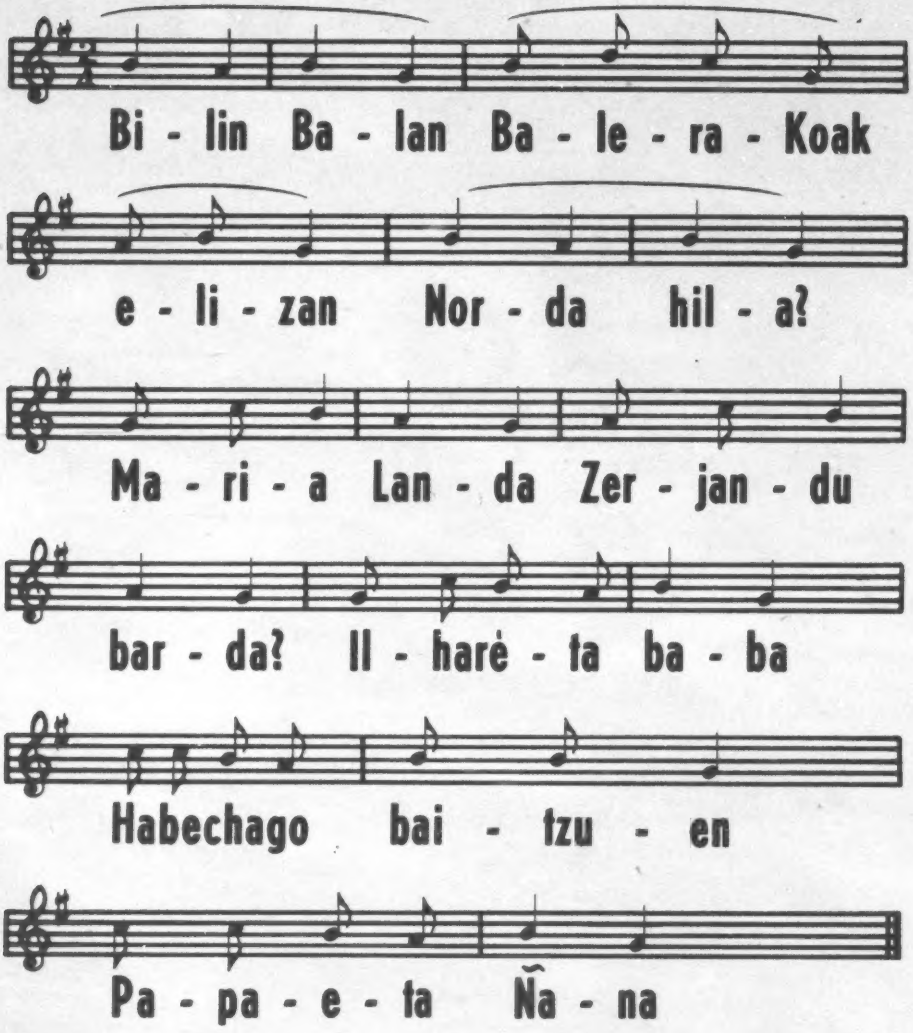
SHEEPMEN OF NEVADA



KEY

CONCENTRATION OF SHEEPMEN AND THEIR FLOCKS INDICATED BY THE GRIDDED AREAS.

BILAN BALAN

A Basque Lullaby

ZORIONAK

(MERRY CHRISTMAS)

ZORIONAK

ZORIONAK

A BASQUE MERRY CHRISTMAS TO YOU.

BASQUE GIRLS AND BOYS

DREAM OF GOODIES AND TOYS

JUST AS WE ALL DO.

ZORIONAK

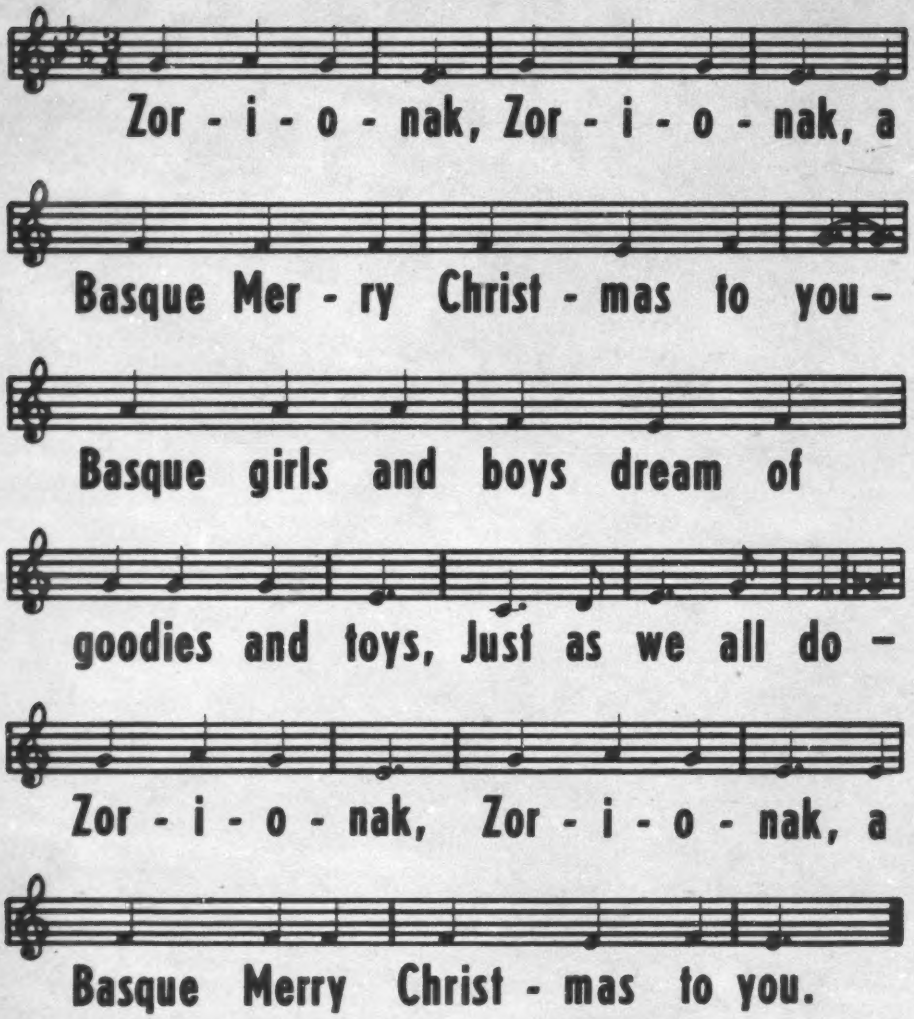
ZORIONAK

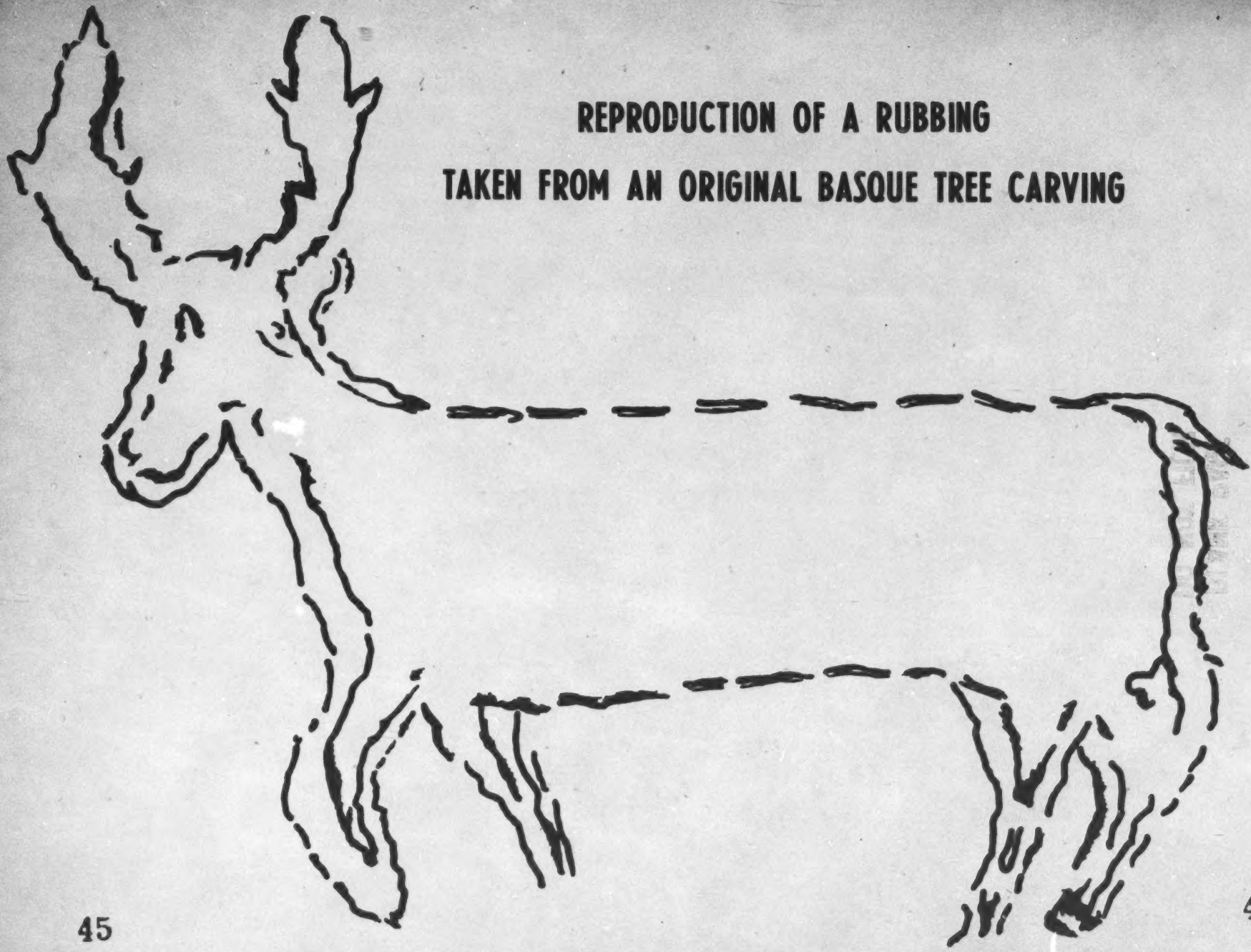
A BASQUE MERRY CHRISTMAS TO YOU!

BLANK PAGE
DO NOT FILM

ZORIONAK

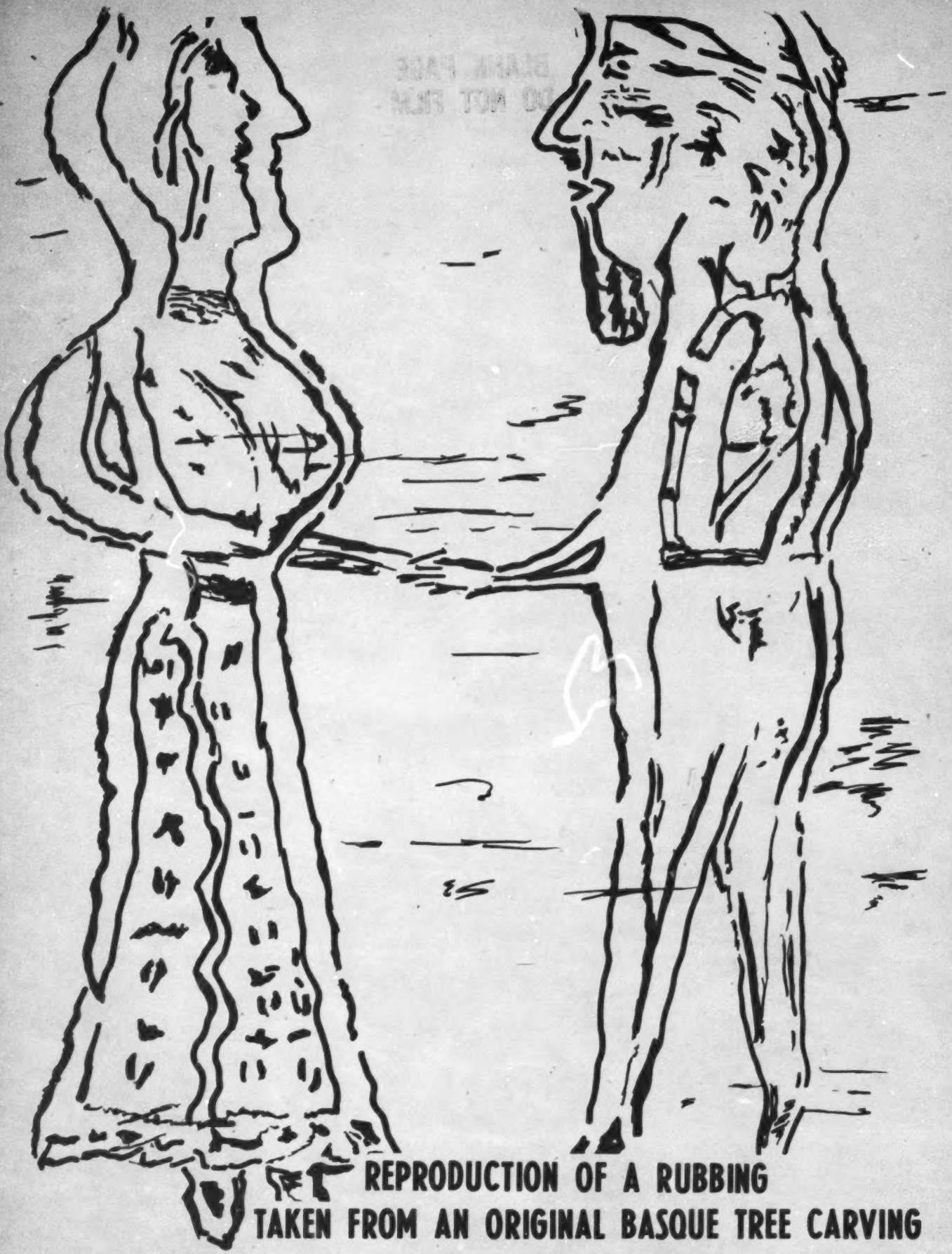
MUSIC AND LYRICS BY GLORIA STARRETT


Zor - i - o - nak, Zor - i - o - nak, a
Basque Mer - ry Christ - mas to you -
Basque girls and boys dream of
goodies and toys, Just as we all do -
Zor - i - o - nak, Zor - i - o - nak, a
Basque Merry Christ - mas to you.



REPRODUCTION OF A RUBBING

TAKEN FROM AN ORIGINAL BASQUE TREE CARVING



REPRODUCTION OF A RUBBING
TAKEN FROM AN ORIGINAL BASQUE TREE CARVING

BASQUE SHIELD

• THE BASQUE ALPHABET •

A	—	A	N	—	Iño
B	—	Bi	O	—	O
D	—	De	P	—	Pi
E	—	E	R	—	Ur
F	—	Fi	R'	—	
G	—	Ga	S	—	Sus
H	—	Ha	T	—	Test
I	—	I	T̃	—	Ite
J	—		Ts	—	Atselts
K	—	Kask	Tx	—	Txe
L	—	Lol	Tz	—	Atzeltz
L̃	—	Illo	U	—	U
M	—	Mi	X	—	Axa
N	—	Non	Y	—	Ya

Z — Atzeltz

• GRAMMATICAL NOTES •

1. The Basque alphabet consists of 29 letters.
2. The letters C, Q, V, and W do not exist in the Basque language.
3. There are no known names for the letters J and R' in Basque. The Basque language is pronounced phonetically.
4. No word will begin with the letter R or R' in Basque. Those that do are foreign and have the letter E prefix to the word. This also applies to the letters F, L, and Ts.

• BASQUE BERET •

Materials:

- Red and black felt
- Yarn (red and black)
- Large needles
- Scissors
- Compass

Procedure:

1. Draw a 10-12 inch circle on two pieces of matching colored felt.
2. Cut out.
3. In the center of one of the felt circles, make a 7-8 inch circle and cut out. Remove the center and set aside.
4. Place the two circles of felt together. (The solid 10-12 inch circle and the hollow 10-12 inch circle.)
5. Sew the outermost edge of the circles with yarn of matching color.
6. Turn the sewed circles inside out and the beret is complete.

• ORIGINAL STORY •

A LITTLE BASQUE GIRL

Once there was a little Basque girl who lived in the hills and her father owned a farm. Every day she would go down the hill to see her friend, who was in the hospital. One day she brought her some flowers and the nurse said she had checked out. So the little girl went to her house. She thanked her friend for all the flowers. And they both played and were happy that day. Then she went home for dinner.

The next day when she went to her friend's house she was gone. Then she heard she had moved away. She went home and she told her mother about the day she had had. And they were both very sad.

Her mother was sad because her friend's mother was her mother's friend.

The End

Note: This original story, written in the style of a legend, by Beth Starrett is a perfect example of the simplicity of a child's philosophy of life – note the last line.

• NEEDLEPOINT •

Make an attractive wall hanging.

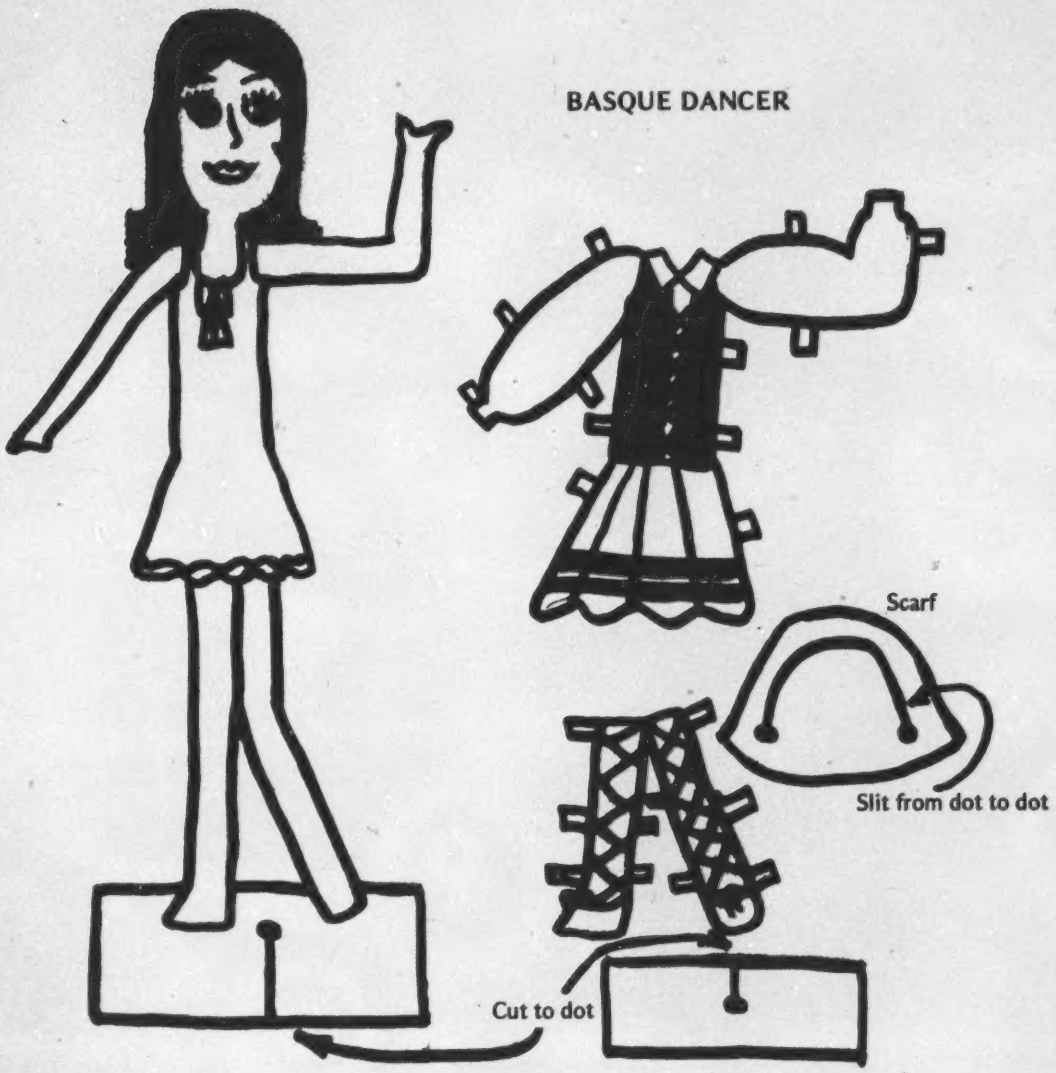
You will need:

- A square piece of burlap (whatever size you wish).
- Various colors of yarn.
- Assorted colors of felt.
- An embroidery or crewel needle.

Thread the needle with a strand of yarn. Using the chain stitch, embroider the words "ONGI ETORRI" (which means "Welcome" in Basque). It can be spelled one of two ways, "ONGI ETORRI" or"ONGI ETORI." After you are done with the spelling, decorate the burlap with some felt (flowers look pretty).

• PAPERDOLLS •

Paperdolls are an excellent way of presenting geographical areas or historical periods. Students may trace or draw the figures. Costumes may be made separately, as below, or included with the figure. Costumes may also be made from construction paper or fabric with cotton or yarn for hair. Brochures may be used as a guide for costumes.



• THE FESTIVAL •

An Original Play

CHARACTERS:

Maria, a ten year old Basque girl

Her mother, Maria, a Spanish woman

Her best friend, Heidi

Her father, Louis, a Basque

Her brother, Jon

Act One

Scene One

SETTING: A Basque home

MARIA: But Mother, why can't I dance at the festival?

MOTHER: Maria, I've told you three times already. We'll be going to Madrid to visit your grandparents the week of the festival. Your grandparents have been waiting all year to see you. You'll just have to wait until next year to dance in the festival.

JON: Festival? Who cares about a dumb old festival? (Maria glares at him)

MARIA (tearfully): Why can't we go the week after the festival?

FATHER (angrily): Maria, all the plans have been made. Stop arguing – I'm not in the mood for it! (Maria starts crying). Maria! Either stop that or go outside! (Maria runs outside and slams the door).

Scene Two

SETTING: Outside
(Maria sits on a stump, crying. Her best friend Heidi comes along)

HEIDI (cheerfully): Hi, Maria! (stopping) What's the matter?

MARIA: I can't be in the festival!

HEIDI: But – why not?

MARIA: We have to go to Madrid to visit my grandparents the week of the festival.

HEIDI (disappointed): But Maria, we were going to dance together! We've been practicing for months!

MARIA (sadly): Oh, Heidi! I – I guess you'll have to find somebody else.

HEIDI: But there's nobody who can dance as good as you!

VOICE OFFSTAGE: Heidi!

HEIDI: Oh, I have to go to practice, Maria. See you! (Heidi runs off. Maria watches her go).

MARIA: Well, I guess I'll go down to the village and see if there's any mail. (She walks to the village store and gets a few letters). Oh, here's a letter from Grandma! (She runs back up the hill a bit happier).

Scene Three

SETTING: Inside the house

MOTHER (reading): Dear daughter Maria, my dear son Louis, Jon, and little Maria. I have decided that instead of all of you coming to see us, your grandfather and I will come to see you. In that way, we can see your festival. We look forward to seeing you. Love, Grandma.

MARIA (joyfully): Then I can be in the festival! (She kisses her parents and runs to the door).

FATHER: Where are you going?

MARIA: Down to the practice! (She slams the door again, but this time it is in happiness).

The End

Note: Performed at the Early Learning Center, University of Nevada, Reno in December 1974 by children grades 1-3. It was enthusiastically executed and received.

• BASQUE RECIPES •

Taken from: Zazpiak Bat Directors, *In a Basque Kitchen*, 1973.

ARROLTZE MOLETA

(Potato and Chrorizo or Ham Omelet)

1 tbsp. olive oil
2 medium diced potatoes
¼ lb. diced chrorizo or ham
1 thin sliced onion
½ diced green pepper
8 eggs
salt & pepper

Peel and slice the potatoes; fry slowly in olive oil. Dice chrorizo, or ham, onion, and green pepper, and fry them gently along with potatoes. Season with salt and pepper. Pour in well-beaten eggs, and cook gently. Serves 4-5.

Note: Sunset Magazine presented an illustrated article featuring a Basque omelet in the July 1974 issue (pages 52-53). Basque bread is available in most Nevada communities.

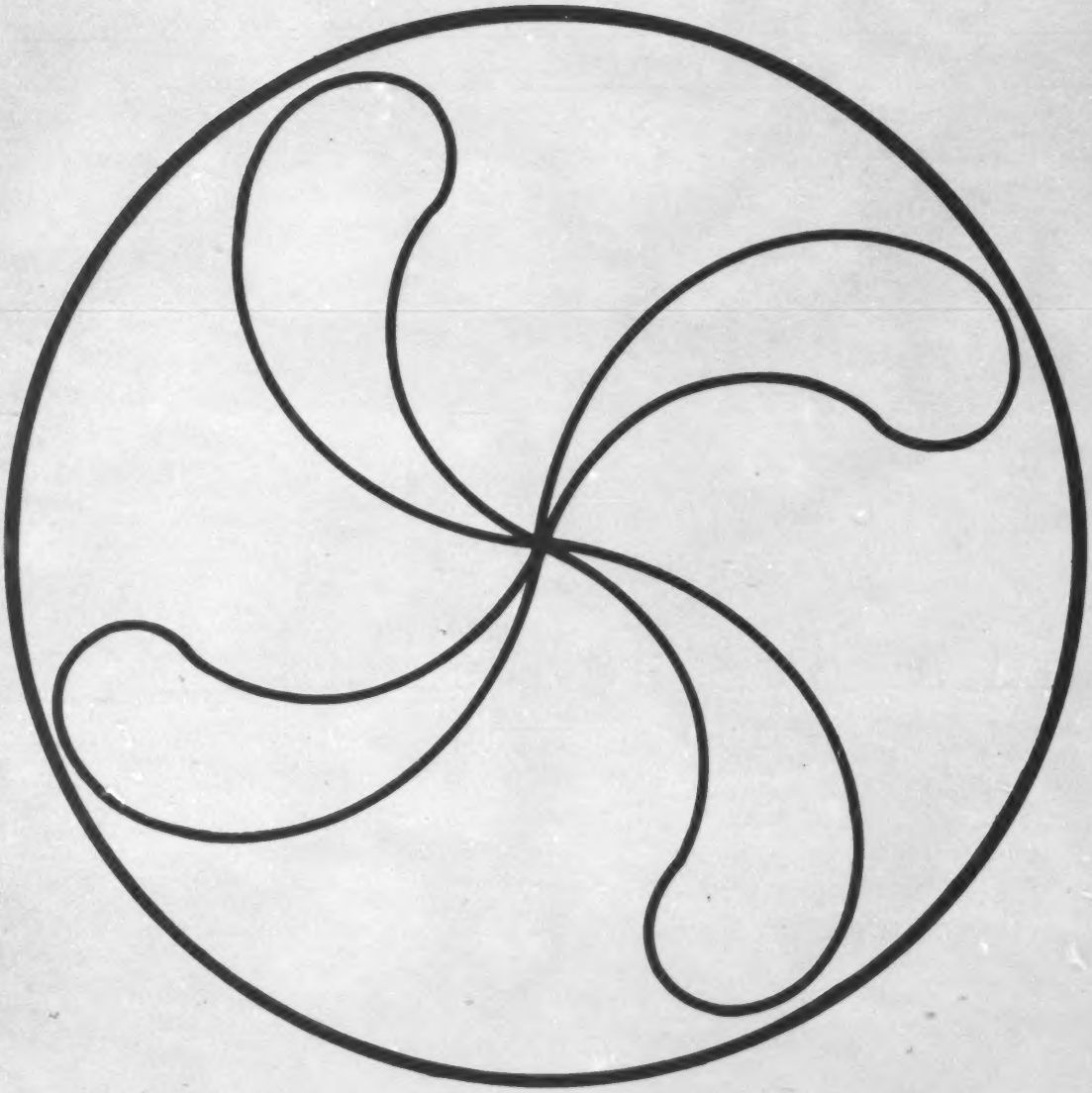
BASQUE CRULLERS

1 cup flour
½ tsp. salt
1 cup boiling water
1 egg
shortening for deep frying
granulated sugar

Sift the flour and salt into a mixing bowl. Add boiling water and beat thoroughly. Add the egg and continue beating until the batter is smooth and glossy. Pour the batter into a pastry tube with a medium size star tip or spoon from a teaspoon. If squeezed, the batter should be in lengths of 4 to 5 inches. Fry in hot fat (375°) until golden brown. Drain on crumpled towel and dust with sugar. Makes about 2 dozen.

Note: Simple ingredients and delicious! Ideal for classroom preparation.

BASQUE SWASTIKA



ADDITIONAL INFORMATION

FOR THE TEACHER

March 29, 1975

Dear Nevada Teachers:

Summary of a Mini-Unit
Field Tested December 1974

A modified version of the unit, *The Basques of Nevada*, was field tested December 1974 with children of grades first through third attending the Early Learning Center, University of Nevada, Reno. An outline of this presentation appears on the following pages. Included with this outline are three letters of impression submitted by children participating in the unit study.

I feel a more extensive elaboration on this presentation is necessary to emphasize the stimulating effect it had on the children.

To initiate the unit, the classroom was the main focus for motivation. Two bulletin boards were displayed. The first was of the Basque Zazpiak Bat Shield and scenes of the Basque Land. The second was a display of an authentic Basque dance costume surrounded by the Basque berets (representative of the French [black] and Spanish [red] provinces) and the traditional Basque bota (wine skin). Throughout the room were pictures of Basque dancers, travel posters, flags, the Basque swastika, and provincial scenes of the Basque Land. It should be noted that many of these displays were "self" made by use of an opaque projector and a multitude of books on the Basques. Others had been constructed by the Starrett children and served as examples of child-directed impressions of the Basque culture.

A Basque resource library was available to the children, the materials were appropriate for the primary level. A similar Basque resource center will be available for your classroom upon request through your local municipal library to the Basque Studies Program, University of Nevada, Reno.

A map of the Basque Land was mounted and easily accessible in the classroom. A similar map can be obtained by writing the Basque Studies Program, UNR at a cost of $2.00. After reviewing all of the motivational materials, the children were self motivated through the activities which correlated with each daily presentation.

The day before Mrs. Starrett's visit to teach the children a Basque lullaby, one of the children posed an interesting question. Since this unit was presented just prior to Christmas the question was, "How do you say Merry Christmas in Basque?" Pursuing this question further, Mrs. Starrett abandoned her original plans and presented a brief summary of the Basque celebration of Christmas. She further created a Christmas song for them incorporating the Basque word for Merry Christmas, Zorionak. The children were captivated and delighted. I feel flexibility of one's daily lesson plans is essential for the incorporation of the students' interest areas. These interest areas are essential for meaningful learning experiences.

As the children's interests heightened, more and more resource materials came into the classroom. I had written a letter of explanation of the intended unit to the parents prior to the initiation date. I feel this encouraged their interest and participation, which extensively broadened my own resources.

A slide show was presented by a representative of the Basque Studies Program, UNR and served as an excellent source of information. These slide shows will be available through the Basque Studies Program's traveling module. Refer to Dr. Douglass' memorandum for further information.

Through inquiries of local Reno Basque residents, I was fortunate to locate two Basque dancers willing to visit the classroom. Each dancer demonstrated the Hota and encouraged the children to particpate in the Broom Dance. The children's immediate enthusiasm was evident in the way they attempted to master each step and coordinate that step with the varied rhythms of the Basque music. This multi-sensory experience exposed the children to Basque dances, music, and regional costumes.

In reviewing the construction of the Basque house, the class learned of the significance of the Basque swastika. An excellent Language Arts project was the coloring of the swastika and the creating of original legends or mottos to accompany the design. These creative writings demonstrated their accrued knowledge of the Basques and were placed on display throughout the room, in order that the children could share in each others impressions.

Most impressive was the childrens' interpretation of Robert Laxalt's vignette known as the Basque Beret taken from his novel *In a Hundred Graves: A Basque Portrait*. The children had an opportunity to extend their oral language skills through role playing, which encouraged creative expression coupled with the acquiring of knowledge on cultural differences.

By the time the culminating activity day came the children were "thinking Basque." This unit had become an extension of their own curiosity. A positive enthusiasm was most evident during their mini-festival.

We initiated the festival with the play, *The Festival*, written by Catherine Starrett, seventh grade. The cast, consisting of first through third graders, employed their ingenuity and adapted the play to express their attitudes. The Basque dances had so intrigued the cast, that they decided to conclude their performance with their interpretation of the Broom Dance. This was to the delight of classmates and invited guests.

Refreshments (Basque crullers) for the festival were prepared the day before as part of the individualized math program. Basque crullers are easy to prepare in the classroom and provide a tasty treat.

The children participated in a bota contest and were masterful in their approach to the water-filled wine skin. The experience was beneficial in extending their understanding of Basque customs. Even the finger twirling of a bottle provided the kinesthetic understanding of the terms "inner strength."

A final tribute to the Basques was the singing of the Basque Christmas song for which Mrs. Starrett played the accompaniment. On this day, there was a feeling amongst the children which was felt by all observing. That feeling was awareness – the awareness of the Basques, a vibrant and inspiring people.

I was pleased that Mr. Howard of the State Department of Education, Carson City, was able to attend the mini-festival and I am most grateful for his letter of impression.

Sincerely,

June C. Gronert

June C. Gronert

- **MONDAY – DECEMBER 2, 1974**

  Morning: Introduction
  - Who are the Basques?
  - Discuss the bulletin board displays.
  - Look at the Basque map. (geography and history)

  Afternoon: Language
  - Its uniqueness.

- **TUESDAY – DECEMBER 3, 1974**

  Morning: Music
  - Mrs. Gloria Starrett will teach the children a Basque lullaby.

- **WEDNESDAY – DECEMBER 4, 1974**

  Afternoon: Slides of the Basque country.
  - Guest speaker.

- **THURSDAY – DECEMBER 5, 1974**

  Morning: Slides of the Basque dancers and their costumes.
  - Discuss regional differences.

  Afternoon: Visiting Basque dancer.
  - Demonstrate traditional dance.

- **FRIDAY – DECEMBER 6, 1974**

  Morning: Basque dancer.
  - Guest dancer, Vicki Milobar, will teach the children the Basque Broom Dance.

- **MONDAY – DECEMBER 9, 1974**

  Morning: Film. (Shepherd and His Dog, Washoe County School District)
  - Discuss the Basque industries in Nevada.

- **TUESDAY – DECEMBER 10, 1974**

  Morning: The Basque house.
  - Discuss the significance of the Basque swastika and the Basque shield.
  - Discuss Basque tradition.
  - Discuss Basque food.

  Afternoon: Discuss Basque witchcraft.
  - Read a Basque witches tale.

- **WEDNESDAY – DECEMBER 11, 1974**

  Morning: Discuss the Basque beret and its significance to a Basque.
  - Read Robert Laxalt's vignette known as The Basque Beret, from the volume: *In a Hundred Graves: A Basque Portrait*.
  - Discuss the pictures of the many moods of the beret wearer.

  Afternoon: Read a Basque fairy tale.

- **THURSDAY – DECEMBER 12, 1974**

  Morning: Sports.
  - Discuss significance of inner strength.
  - Discuss the origin of Pelote.
  - Discuss the Basques' tests of strength and their Basque games, which prove these strengths.

- **FRIDAY – DECEMBER 13, 1974**

  Afternoon: Culminating activity.
  - Mini-Basque Festival, to include:
    - Presentation of the play *The Festival* by Catherine Starrett, seventh grade.
    - Singing of Basque song learned.
    - Demonstration of the bota bag.
    - Demonstrate the Basque dance learned.
    - Taste Basque crullers.
    - Display all art projects.
    - Guest speakers invited: Gloria Starrett and Vicki Milobar.

II. SUGGESTED SHARING ITEMS

- **TUESDAY – DECEMBER 3, 1974**
  Pictures of Mr. Jon Onatibia, Txistu player. (To correlate with music.)

- **THURSDAY – DECEMBER 5, 1974**
  An authentic Basque doll. (To correlate with the introduction of Basque costumes.)

- **FRIDAY – DECEMBER 6, 1974**
  Authentic Basque dancing shoes. (To correlate with the visitation of the Basque dancer.)

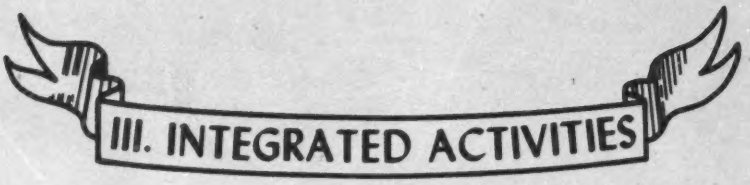
- **MONDAY – DECEMBER 9, 1974**
  Authentic wood carvings and rubbings of original Basque tree cravings. (To correlate with the discussion of Basque industries.)

- **TUESDAY – DECEMBER 10, 1974**
  Bota, a wine skin. (To correlate with the discussion of Basque customs.)

- **WEDNESDAY – DECEMBER 11, 1974**
  Authentic Basque beret. (To correlate with the introduction of the significance of the Basque beret.)

- **THURSDAY – DECEMBER 12, 1974**
  Actual photographs of the Elko Basque Festival 1974. (To correlate with the discussion on Basque sports.)

Note: These items were all donated by the children and their parents to be used as supplementary resource materials.



INDIVIDUALIZED READING:

- Present the Basque play, ***The Festival***, by Catherine Starrett.

LANGUAGE ARTS:

- Play various roles using hats as symbols: police hat, nurses hat, etc.
- Make a Basque dictionary (picture). Introduce such words as: txistu, bota, Basque, ongi etorri, agur, neska and mutilla.
- Write an original legend.
- Design a Basque swastika. Have the children create their own greeting or motto for their home.

MATH:

- Using various recipes, determine quantities and proportions.
- Have the children make Basque crullers. Discuss the meaning of measurement and the effects using proper measurements have on recipe results.
- Comparing newspaper advertisements, have the children evaluate grocery prices.

ART:

- Make a Basque beret.
- Make a Basque drum.
- Construct a diorama depicting one aspect of Basque life. Encourage diversity.
- Do a Basque needlepoint on burlap, using a common Basque phrase such as Ongi Etorri (Welcome).

NEVADA DEPARTMENT OF EDUCATION
Carson City, Nevada 89701

KENNETH H. HANSEN
Superintendent

EDWARD H. HOWARD
Assistant Director
Office of Educational Accountability

March 13, 1975

Mrs. June Gronert
P. O. Box 1509, #88
Reno, Nevada 89505

Dear Mrs. Gronert:

I want you to know how much I enjoyed my visit to the Early Childhood class at the university. I was especially impressed with their interest in the Basque Studies unit they just completed. It seemed to me the children had enjoyed it and picked up a few Basque words, had learned some Basque dances, and were, in general, enthusiastic about Basque culture. I was especially impressed with their adept handling of the Bota, considering that they were handicapped with the use of water.

It seems to me that your Basque Studies has several unique features and a high degree of student involvement. This was reflected in the breadth of student learning and their delight in their learning.

Again, thank you for a most enjoyable experience.

Sincerely,

Ed Howard

Edward H. Howard

EHH/dh

74

June Gronert taught a unit.

I am going to tell about it. First I am going to tell about Basque foods We ate Basque sheepherders bread. Next I am going to tell about the Basque origin. First thing I am going to say is that it has sections. Another thing is that it is between France and Spian. Now I am going to tell about there language. It is a mixture of Spanish and French. We hade movies , and learned alot from them. They were good movies.

We learned some Basque songs. They were the best songs I ever heard. I saw some Basque flags. Now I am going to make a list of the things I typed above.

Basque foods, the Basque origin, and the Basque language, and last of all, the Basque songs.

This report on the Basque was made by .

Teresa Wright .

First grade
age 7

The basque unit was very nice.
We made basque hats called berets.
I was in a play too. We used a bota.
We danced. I think everything was nice.
I learned that Spanish woman wear red
skirts and the men wear red berets.
I learned that the French woman wear
green skirts and the men wear black
or brown berets.

Hillary Case third grade
age 8

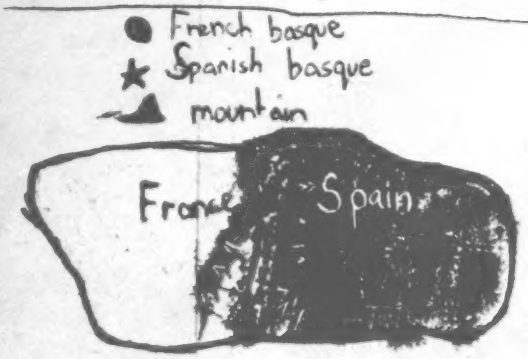
THE BASQUE
UNIT
by Michele Arevalo
8 yrs. 2nd grade

COSTUMES

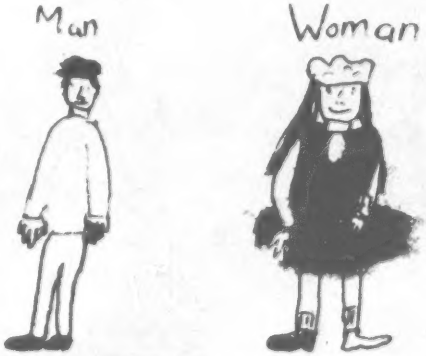
[redacted] Michele Arevalo
age 8, 2nd grade

In the basque unit I learned about there costumes. [redacted] Basqe people live in two places. Some live on the rim of France, some on the rim of Spain. Illustation 1.
Spanish basques wear white blouses, (girls) red tops and skirts. Boys wear white [redacted] suits with orange [redacted] hats. The hats are called breas. Prenaviation- bräs! Illustrations 2 & 3 French basqeeges (boys) wear white suits with black [redacted] breas. Other (girls) wear green skirts, white shirts, black tops. All basque girls wear white caps that look like shower caps. All basques [redacted] speak a language called "basque." We even made breas. Illustration 4. You may try it if you want to. MAKE IT WITH FELT.

Illistration 1



Illistration 2 (SPANISH



Illistration 3 (FRENCH)

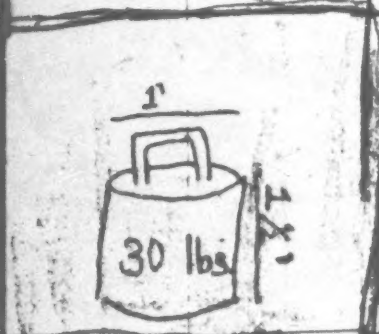
Illistration 4

Children race. Groups enter strenth contets. Basques have been noted for ~~yuca~~ Their streanth. They will run with wights around a 5 mile track until they fall down. Illistratin 1 They play a game sort of like handball, but have little nets about 1' around. Illistration 2. Many basques like to dance. Men basques have choping contets. They try to finish cutting through a log before the others do. Illistration 3. ~~Game~~ Everyone plays hopschotch.

HOW DO YOU WEAR A BREA?

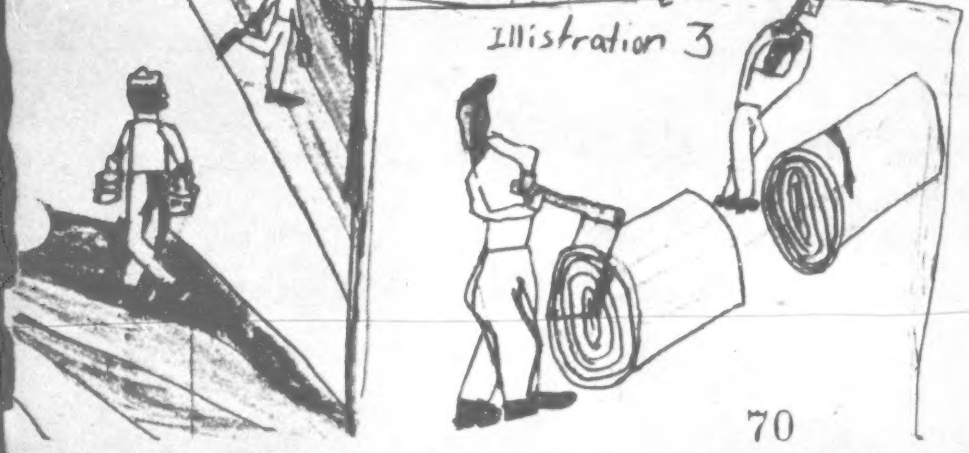
If your happy you wear it to the left side of your head. Mad- almost over your eye. Sad- on top. Feel like jokes - on right side.

Ill. 1



Illistration 2

Illistration 3



MORE SPORTS & GAMES

I DO NOT REMEMBER. All OF THEM BUT I WILL DO MY BEST

Children, basque children, march around a pole each holding a red, white or blue string conected to the pole at the top. Soon the pole will be coverd, and the children will tie their strings at the bottom. Illistration 1. June Gronert, we call her June, taught us this unit.

Art Things We Did

Movies, asked questions. Art, too. We made bread, and many other things.

WHAT I THOGHT OF THE UNIT

I liked it very much. I did not think we should go over more or thought of more gestions. It was exiting. We, that is some planats of mine & me did a play on it. Everything went wonderful. Nothing I didn't like.

Sincerly Yours,

Michele Arevalo

Michele Arevalo

Illistration 1